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THE SOUTH DAKOTA SECONDARY SCHOOL DROPOUT POPULATION, 1963-1964.

SOUTH DAKOTA STATE DEPT. OF PUBLIC INSTR., PIERRE

PUB DATE SEP 65

EDRS PRICE MF-$0.25 HC-$1.24 29P.

DESCRIPTORS- *DROPOUT CHARACTERISTICS, *DROPOUT RATE, *HIGH SCHOOL STUDENTS, *STUDENT ATTITUDES, *ADMINISTRATOR ATTITUDES, SOUTH DAKOTA,

IN 1963 THE SECONDARY SCHOOL ENROLLMENT FOR GRADES 9 THROUGH 12 WAS ESTIMATED TO BE 44,724. APPROXIMATELY 1,490 SECONDARY SCHOOL STUDENTS, OR ABOUT 3.3 PERCENT OF THE TOTAL SCHOOL POPULATION, TERMINATED THEIR EDUCATION BEFORE HIGH SCHOOL GRADUATION. OPEN-ENDED QUESTIONNAIRES WERE SENT TO SELECTED PUBLIC HIGH SCHOOLS AND ALL THE COUNTY SUPERINTENDENTS OF SCHOOLS IN SOUTH DAKOTA. REASONS FOR DROPPING OUT AS REPORTED BY STUDENTS AND SCHOOL AUTHORITIES WERE STUDIED. THE DROPOUT POPULATION WAS DESCRIBED BY SEX, AGE, GRADE AT THE TIME OF SCHOOL SEVERANCE, AND INDIAN AND NON-INDIAN POPULATION. SCHOOL ENVIRONMENT, FOLLOWED BY PERSONAL AND ECONOMIC REASONS WERE THE MOST FREQUENT REASONS GIVEN BY STUDENTS FOR DROPPING OUT OF SCHOOL. THEY ACCOUNTED FOR APPROXIMATELY 70 PERCENT OF STUDENT REASONS. THE PREDOMINANT REASONS FOR BOYS WERE SCHOOL ENVIRONMENT (35.5), ECONOMIC (13.7), MILITARY SERVICE (11.5), AND ACADEMIC POTENTIAL (10.6). THE PREDOMINANT REASONS FOR GIRLS WERE PERSONAL (43.2) AND SCHOOL ENVIRONMENT (21.5). (PS)

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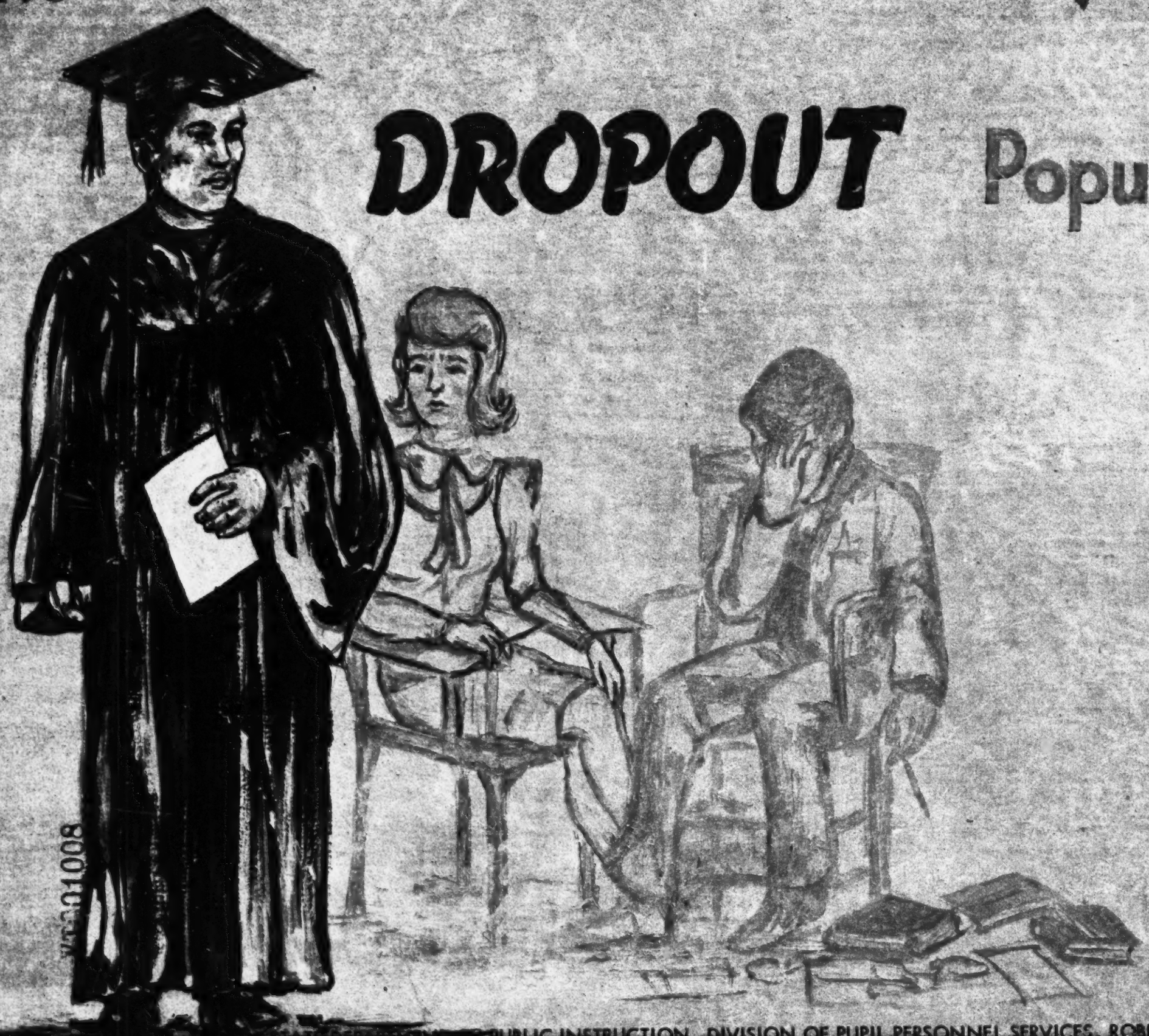
The South Dakota Secondary School

DROPOUT Population



VT001008

STATE DEPARTMENT OF PUBLIC INSTRUCTION, DIVISION OF PUPIL PERSONNEL SERVICES, ROBERT L. HUCKINS, DIRECTOR

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The South Dakota Secondary School Dropout Population 1963-1964

Proper credit should be given for information taken from this publication.

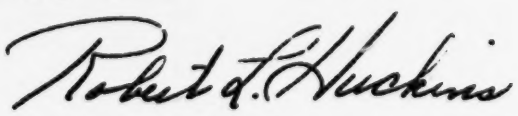
State Department of Public Instruction
Division of Pupil Personnel Services
Robert L. Huckins, Director
September, 1965

FOREWORD

This study of South Dakota school dropouts was initiated in the fall of 1963 by the Division of Pupil Personnel Services, Department of Public Instruction, with the intent of providing more concrete information concerning the questions relating to the dropout problem in South Dakota schools.

It is hoped that results of the study will provide some basis for the possible alliviation of some apparent problem areas. Involved may be the need for curriculum revisions, the need for more effective procedures of early identification of the potential dropout, and the institution of appropriate guidance and counseling measures.

Acknowledgement is made to the following for contributions in completion of the study: Mr. Lowell Bell, Administrative Assistant, Sioux Falls Public Schools, Sioux Falls, South Dakota, for preliminary planning and for contacts made to schools in the initial phases of the study; Dr. Tom Golden, University of South Dakota, Vermillion, for design and procedures in compilation of data; Mr. Robert Roessler, Graduate Assistant, University of South Dakota, Vermillion, for data processing and organization in the final stages of the report; Miss Judeen K. Kozak, Vermillion, for art work and cover design; school administrators, county superintendents, and counselors, for information provided in questionnaires; and to all who encouraged such a survey through interest expressed in full utilization of the abilities and talents of our young people.



Robert L. Huckins
State Director
Department of Public Instruction
Division of Pupil Personnel Services
Pierre, South Dakota

Introduction

The concept of free, compulsory, public education for all the children of our country is a continuing vital concern for the people of our nation, and as we continue to mature as a people we proceed in our efforts to overcome obstacles which interfere with this dedication. One sub-population of secondary school children that has been receiving increased attention is that group of students who for many reasons have not been able to avail themselves of the educational opportunities afforded them by the concept of free, compulsory, public education. It was out of such interest and concern that a study of the secondary school dropout students in the State of South Dakota was undertaken.

In 1963 South Dakota had an estimated population of 710,000. In the school year 1963-1964, the secondary school enrollment for grades 9 through 12 was estimated to be 44,724. Of this population a conservative approximation would indicate that some 1490 secondary school students, about 3.3% of the total school population, terminated their education from high school before graduation. It was this population that was herein studied to develop basic yet general factors that led to premature termination of secondary schooling.

The purpose of this study was to collect, tabulate and analyze responses to an open-ended questionnaire designed to elicit from county school superintendents and certain secondary school administrators reasons, given by students and by school authorities, which described precipitating events or causes for students dropping out of school. The data were collected ex post facto and were considered as representative of the total dropout group, but not necessarily 100% of the population of concern. In the working of these data the fallibility of the exit interview, the response accuracy to questionnaires, and the difficulty of response classification were recognized, but no efforts were made to adjust the findings. In other words, the data were treated as received and were reported as analyzed, with the results considered acceptable in the light of the similarities of the findings of this study with comparable studies made by other states.

Procedurally the study was accomplished in the following way. Open-ended questionnaires were developed to elicit reasons for students' failure to continue in school. These questionnaires were sent to selected public high schools and all the county superintendents of schools in South Dakota. Upon return of the questionnaires it was necessary to establish a rationale or delimitation of reasons for dropout for the many and varied responses received. All the returns were read, and representative statements that either catagorized a number of responses or that were unique in themselves were selected and listed. Some 185 different reasons comprised the original data. These reasons were re-examined with the result that thirteen separate categories were established which provided homogeneous grouping areas for the 185 reasons. The data were then divided into two study areas: reasons for dropping out as reported by students; and reasons for dropping out as reported by school authorities. Within these two study areas the dropout population was further described as to sex, age, and grade at the time of school severance, and Indian and non-Indian population.

While the material presented in the following pages does not purport to establish any panacea for eliminating premature student severance from secondary school, it was felt the data collected, the observations made, and the inferences developed would enable the people of South Dakota to study this matter of concern and to gain new insight into the dropout problem in the state.

Definitions of the "Thirteen Major Categories Describing the Secondary School Dropout Population of South Dakota, 1963-1964:"

1. Parental Influence. Responses were placed in this category when it was indicated parents directly influenced the student to leave school. There were three distinct kinds of responses in this category.

Examples:

a. religious orientation such as membership in a Hutterite Colony.
b. familial relationship such as: "parents indifferent; mother-daughter relationship exceptionally close; made him quit because he was smoking."
c. economic conditions such as: "work on family farm; father in prison, help mother out; help father in carpentry."

2. Social Influences (community environment). This category covered such factors society seemed to impose on the students (or that he imagined were imposed) that made school attendance difficult or impossible.

Examples:

a. "illegitimate boy of a mother that never married."
b. "revenge for a girlfriend who quit him."
c. "peculiar walk because of childhood injury, called 'Limpy'."

3. Home Environment. This category was concerned with reasons where home conditions were so intolerable that the student could not cope with his school work.

Examples:

a. "parental strife."
b. "living with grandparents and two other couples."
c. "parents changed jobs and moved, boy refused to go with them."

4. School Environment. This category included responses that involved the school program or the school to the extent the dropout felt there was "nothing for him" in an educational setting.

Examples:

a. "lack of interest."
b. "dislikes school."
c. "couldn't adjust from small to large high school."

5. Academic Potential. This category concerned the student who lacked the necessary "intellectual" ability to succeed in an academic setting.

Examples:

a. "school too difficult."
b. "slow student."
c. "lack of background in fundamentals."

6. Scholastic Ability. This category concerned the student who dropped out of school when in reality it seemed he could have succeeded in the secondary school academic setting.

Examples:

a. "lack of application."
b. "not ready for high school."
c. "felt too much was demanded for passing work."

7. Economic. This category described the student who personally felt it neccessary to go to work.

Examples:

a. "work."
b. "money for a car."
c. "trying to make it on his own, asked about correspondence."

8. Health. Any response that indicated the student's health caused him to leave school fit into this category.

Examples:

a. "eye trouble."
b. "hunting accident."
c. "poor nutrition."

9. Legal. This category can be construed as a force-out reason as much as a dropout reason because when the student ran afoul of the law he was, in most cases, required to enter a correctional institution.

Examples:

a. "moral problem."
b. "petty larceny."
c. "drunken driving."

10. Personal. This category was concerned with any aspect of student's personal life. The two largest sub-reasons were pregnancy, with marriage a poor second.

11. Psychological. This category included emotional or psychological problems that caused school severance.

Examples:

a. "lack of emotional maturity."
b. "lack of confidence."
c. "car crazy, wanted attention by driving recklessly."

12. Military Service. This particular category pertains to all the students who dropped out of school to join the Armed Services.

13. Unknown. This category includes all unknown or unlisted reasons. "Just quitting" describes many of the responses that were placed in this category. However, the majority of responses indicated nothing was known concerning the reasons the student terminated education.

Unknowns

One of the most important findings to be noted in all the data presented was the large percentage of dropouts for which there was no information given by the student or by the appraiser indicating reasons for early termination of schooling. If the dropout problem is to be understood, information concerning reasons for dropping out of school must be received from as nearly 100% of the student population as is possible. This would seem to indicate the potential dropout must be identified early in his school career. Communications should be maintained with the student so that in event of premature termination of educational experiences, the school will have received from the student valid and accurate reasons for leaving school. It would also indicate that adequate communications must exist between all the students and the school authorities if there is to be an understanding of why any student should drop out of school. It should be noted here that appraisers seem to have enough confidence to indicate reasons for the student dropping without the benefit of a student exit interview, yet even they do not have sufficient knowledge of the student population to report reasons for all students for premature termination of education. It was also interesting to note less is known about boys than girls. For the total dropout population, approximately 20% of student reasons for leaving school were unknown; for the appraiser reason approximately 10% of reasons for leaving school were unknown. Except for recording, the unknown figure will not be used in analyzing or discussing the data presented for it was felt the analysis should be confined to that about which information was available.

Tables

The following tables will describe the data collected from the reponses to the questionnaires. Throughout the presentation of the data it should be noted the reasons for early termination were analyzed according to the reason given by the student, called STUDENT REASON, and according to the reason given by the representative of the school, called APPRAISER REASON. The difference between the two sets of data led to interesting inferences. A study of some of these inferences will be discussed following the presentation of the data; others may be developed by the reader.

In order to describe more adequately the secondary dropout population of the State of South Dakota in the year 1963-64, it was deemed important to differentiate sub-populations of SEX, AGE, GRADE and ethnic origins of INDIAN and NON-INDIAN. It thus became apparent, when the sub-populations were studied and compared, that there were both similarities and differences in emphasis of reason for early termination. A prime inference would indicate the dropout population was a heterogeneous one requiring detailed study in order to achieve understanding.

Tables 1 through 6 present data showing the analysis of student reasons for dropping out of school and for appraiser reasons for student dropping out of school for the total drop-out population. Tables also describe the population by sex and ethnic origin.

COMPARISON OF STUDENT REASON BY SEX

TOTAL DROPOUT POPULATION

Table I

Dropout Reason	Total Number	% of Total	% of Total Less Unknown	Percent of Reason Boys	Girls	Total Boys	Total Girls	% Boys Total	% Girls Total
1. Parental Influence	67	4.5	5.6	51	49	34	33	5.3	6.0
2. Social Influence	22	1.5	1.8	41	59	9	13	1.4	2.4
3. Home Environment	45	3.0	3.8	62	38	28	17	4.3	3.1
4. School Environment	346	23.1	29.0	66	34	228	118	35.5	21.5
5. Academic Potential	98	6.5	8.2	69	31	68	30	10.6	5.5
6. Scholastic Ability	76	5.1	6.4	70	30	53	23	8.2	4.2
7. Economic	121	8.1	10.2	73	27	88	33	13.7	6.0
8. Health	43	2.9	3.6	40	60	17	26	2.6	4.8
9. Legal	33	2.2	2.8	61	39	20	13	3.1	2.4
10. Personal	251	16.8	21.0	6	94	14	237	2.2	43.2
11. Psychological	15	1.0	1.3	67	33	10	5	1.6	.9
12. Military Service	75	5.0	6.3	99	1	74	1	11.5	.2
13. Unknown	305	20.4	----	60	40	183	122	----	----
Total	1497					826	671		
Total Less Unknown	1192					643	549		

TABLE 1

The most frequent reason given by students for dropping out of school concerned School Environment. This would seem to indicate the school did not offer students an environment in which they could feel secure or be successful.

The second most frequent reason given by the students was Personal. This was followed by the Economic reason. These three reasons combined accounted for approximately 70% of student reasons for dropping out of school.

In terms of numbers, more girls than boys reported as reasons for early termination: Personal, Health, and Social Influences. In all other categories more boys than girls reported the reason.

The predominant reason for boys dropping out of school was School Environment followed by Economic, Military Service, and Academic Potential. The predominant reason for girls dropping out of school was Personal followed by School Environment.

Table 2

COMPARISON OF APPRAISER REASON BY SEX
TOTAL DROPOUT POPULATION

Dropout Reason	Total Number	% of Total	% of Total Less Unknown	Percent of Reason Boys	Girls	Total Boys	Total Girls	% Boys Total	% Girls Total
1. Parental Influence	114	7.6	8.4	56	44	64	50	8.6	8.1
2. Social Influence	42	2.8	3.1	55	45	23	19	3.1	3.1
3. Home Environment	139	9.3	10.2	60	40	83	56	11.1	9.1
4. School Environment	265	17.7	19.5	66	34	176	89	23.6	14.4
5. Academic Potential	203	13.6	15.0	72	28	146	57	19.6	9.2
6. Scholastic Ability	176	11.8	13.0	76	24	134	42	18.0	6.8
7. Economic	24	1.6	1.8	88	12	21	3	2.8	.5
8. Health	33	2.2	2.4	42	58	14	19	1.9	3.1
9. Legal	54	3.6	4.0	52	48	28	26	3.8	4.2
10. Personal	247	16.5	18.2	6	94	15	232	2.0	37.6
11. Psychological	34	2.3	2.5	47	53	16	18	2.1	2.9
11. Military Service	26	1.7	1.9	100	00	26	0	3.5	0.0
12. Unknown	140	9.3	----	57	43	80	60	----	----
Total	**1497**					**826**	**677**		
Total Less Unknown	**1357**					**746**	**617**		

TABLE 2

In analyzing this table it was interesting to note the prime reasons given by appraisers for early termination were more numerous than the prime reasons given by students. Approximately 50% of the reasons given by appraisers were directly concerned with the academic environment and the students' place within this environment. In addition, the appraisers placed a different emphasis than the students on Military Service and Economic reasons.

More girls than boys were reported to have terminated education for Personal, Psychological, and Health reasons. In all other categories boys were reported to have terminated education more frequently than girls.

The principal reason boys were said to leave school early was School Environment followed by Academic Potential, Scholastic Ability, and Home Environment. For girls Personal was the prime reason followed by School Environment, Academic Potential, and Home Environment.

In general, it can be seen the emphasis given to reasons for leaving school differ between the student and the appraiser.

COMPARISON OF STUDENT REASON BY SEX

NON-INDIAN DROPOUT POPULATION

Table 3

Dropout Reason	Total Number	% of Total	% of Total Less Unknown	Percent of Reason Boys	Girls	Total Boys	Total Girls	% Boys Total	% Girls Total
1. Parental Influence	65	4.9	5.7	52	48	34	31	5.5	5.9
2. Social Influence	17	1.3	1.5	47	53	8	9	1.3	1.7
3. Home Environment	44	3.3	3.8	61	39	27	17	4.3	3.2
4. School Environment	327	24.5	28.4	66	34	216	111	34.7	21.1
5. Academic Potential	96	7.2	8.4	70	30	67	29	10.8	5.5
6. Scholastic Ability	75	5.6	6.5	69	31	52	23	8.3	4.4
7. Economic	117	8.7	10.2	73	27	85	32	13.6	6.1
8. Health	40	3.0	3.5	40	60	16	24	2.6	4.6
9. Legal	31	2.3	2.7	65	35	20	11	3.2	2.1
10. Personal	249	18.7	21.4	6	94	14	235	2.3	44.6
11. Psychological	14	1.0	1.2	71	29	10	4	1.6	.8
12. Military Service	75	5.6	6.5	99	1	74	1	11.9	.2
13. Unknown	183	13.7	----	63	37	115	68	----	----
Total	**1333**					**738**	**595**		
Total Less Unknown	**1150**					**623**	**527**		

TABLE 3

The separating of the population into non-Indian and Indian did not materially change the percentages reported in Table 1 except for the Unknown category which decreased from 20.4% in Table 1 to 13.7% in this Table.

COMPARISON OF APPRAISER REASON BY SEX

NON-INDIAN DROPOUT POPULATION

Table 4

Dropout Reason	Total Number	% of Total	% of Total Less Unknown	Percent of Reason Boys	Girls	Total Boys	Total Girls	% Boys Total	% Girls Total
1. Parental Influence	111	8.3	8.7	57	43	63	48	9.0	8.4
2. Social Influence	34	2.6	2.7	56	44	19	15	2.7	2.6
3. Home Environment	135	10.1	10.6	59	41	80	55	11.4	9.7
4. School Environment	231	17.3	18.1	68	32	158	73	22.5	12.8
5. Academic Potential	197	14.8	15.5	72	28	141	56	20.1	9.8
6. Scholastic Ability	167	12.5	13.1	76	24	127	40	18.1	7.0
7. Economic	23	1.7	1.8	87	13	20	3	2.9	.5
8. Health	30	2.3	2.4	43	57	13	17	1.9	3.0
9. Legal	43	3.2	3.4	61	39	26	17	3.7	3.0
10. Personal	243	18.2	19.1	6	94	15	228	2.1	40.1
11. Psychological	34	2.6	2.7	47	53	16	18	2.3	3.2
12. Military Service	25	1.9	2.0	100	0	25	0	3.6	0
13. Unknown	60	4.5	----	58	42	35	25	----	----
Total	**1333**					**738**	**594**		
Total Less Unknown	**1273**					**703**	**569**		

TABLE 4

The separating of the population into non-Indian and Indian did not materially change the percentages reported in Table 2 except for the Unknown category for the combined boy-girl population, and a small increase in Personal and a small decrease in School Environment for girls.

Table 5

COMPARISON OF STUDENT REASON BY SEX
INDIAN DROPOUT POPULATION

Dropout Reason	Total Number	% of Total	% of Total Less Unknown	Percent of Reason Boys	Girls	Total Boys	Total Girls	% Boys Total	% Girls Total
1. Parental Influence	2	1.2	4.8	0	100	0	2	0.0	9.1
2. Social Influence	5	3.0	11.9	20	80	1	4	5.0	18.2
3. Home Environment	1	.6	2.4	100	0	1	0	5.0	0.0
4. School Environment	19	11.6	45.2	63	37	12	7	60.0	31.8
5. Academic Potential	2	1.2	4.8	50	50	1	1	5.0	4.6
6. Scholastic Ability	1	.6	2.4	100	0	1	0	5.0	0.0
7. Economic	4	2.4	9.5	75	25	3	1	15.0	4.6
8. Health	3	1.8	7.1	33	66	1	2	5.0	9.1
9. Legal	2	1.2	4.8	0	100	0	2	0.0	9.1
10. Personal	2	1.2	4.8	0	100	0	2	0.0	9.1
11. Psychological	1	.6	2.4	0	100	0	1	0.0	4.6
12. Military Service	0	.0	0.0	0	0	0	0	0.0	6.0
13. Unknown	122	74.4	----	56	44	68	54	----	----
Total	**164**					**88**	**76**		
Total Less Unknown	**42**					**20**	**22**		

TABLE 5

This table indicated a lack of communication between the Indian student and the school with 74% of the students leaving school with reasons Unknown or not given.

For the few students for whom data were available School Environment was by far the most influential reason for the Indian dropout, followed by Social Influence. Home Environment, School Environment, Scholastic Ability and Economic reasons were more often given by boys than girls for leaving school. Academic Potential was evenly split. Girls more often than boys gave the remaining reasons.

For boys, the principal reason for early termination of schooling was School Environment, followed by Economic. For girls, School Environment and Social Influence were prime reasons.

COMPARISON OF APPRAISER REASON BY SEX
INDIAN DROPOUT POPULATION

Table 6

Dropout Reason	Total Number	% of Total	% of Total Less Unknown	Percent of Reason Boys	Girls	Total Boys	Total Girls	% Boys Total	% Girls Total
1. Parental Influence	3	1.8	3.6	33	67	1	2	2.3	4.9
2. Social Influence	8	4.9	9.5	50	50	4	4	9.3	9.8
3. Home Environment	4	2.4	4.8	75	25	3	1	7.0	2.4
4. School Environment	34	20.7	40.5	53	47	18	16	41.9	39.0
5. Academic Potential	6	3.7	7.1	83	17	5	1	11.6	2.4
6. Scholastic Ability	9	5.5	10.7	78	22	7	2	16.3	4.9
7. Economic	1	0.6	1.2	100	00	1	0	2.3	0.0
8. Health	3	1.8	3.6	33	67	1	2	2.3	4.9
9. Legal	11	6.7	13.1	18	82	2	9	4.7	22.0
10. Personal	4	2.4	4.8	00	100	0	4	0.0	9.8
11. Psychological	0	0.0	0.0	00	00	0	0	0.0	0.0
12. Military Service	1	0.6	1.2	100	00	1	0	2.3	0.0
13. Unknown	80	48.8	----	56	44	45	35	----	----
Total	164					88	76		
Total Less Unknown	84					43	41		

TABLE 6

In addition to School Environment and Social Influence appraisers saw Scholastic Ability and Legal as prime reasons for early termination of school.

More girls than boys were reported to have left school because of Parental Influence, Health, Legal, and Personal reasons. In all other categories boys were reported to have terminated education more frequently than girls.

School Environment was the prime reason reported for boys terminating education early, followed by Scholastic Ability, Academic Potential, and Social Influence. For girls, the prime reason for leaving school was School Environment (differing from non-Indian Population) followed by Legal, Social Influence, and Personal reasons.

Tables 7 through 12 present data showing the analysis of the student reasons and the appraiser reasons by age group and sex for the Non-Indian dropout population.

STUDENT REASON COMPARED BY AGE AND SEX

NON-INDIAN DROPOUT POPULATION, N = 1333

Table 7

Dropout Reason	BOYS, N = 738					GIRLS, N = 595				
	Age Unknown	Age 14.5 & under	Age 14.6 to 15.5	Age 15.6 to 16.5	Age 16.6 & up	Age Unknown	Age 14.5 & under	Age 14.6 to 15.5	Age 15.6 to 16.5	Age 16.6 & up
1. Parental Influence	3	7	10	8	6	1	5	12	7	6
2. Social Influence					7			1	4	4
3. Home Environment	1	1	2	4	19	1			5	11
4. School Environment	3	7	21	58	127	1	4	22	39	45
5. Academic Potential		2	14	13	38	1		4	6	18
6. Scholastic Ability		3	3	8	38			3	6	14
7. Economic	1	1	7	18	58			4	9	19
8. Health	1	1	3	5	6			3	8	13
9. Legal			5	3	12		2	4	5	
10. Personal			1	2	11	6	2	13	46	168
11. Psychological	1	1	2	3	3				2	2
12. Military Service			1	8	65					1
13. Unknown	6	20	16	21	52	3	12	9	12	32
TOTALS	**16**	**43**	**85**	**152**	**442**	**13**	**25**	**75**	**149**	**333**
Percent of Total	**2.2**	**5.8**	**11.5**	**20.6**	**59.9**	**2.2**	**4.2**	**12.6**	**25.0**	**56.0**

TABLE 7

When the data were broken down by age group for student reason, a number of trends seemed to become evident.

(1) The Parental Influence reason for both boys and girls peaked at age 14.6-15.5 and then declined.

(2) Economic and Military reasons for the boys became significant at age 15.6 and up.

(3) The number of students, both boys and girls, who leave school because of School Environment become increasingly more important as the student aged. The same was true for Personal for girls only.

(4) All other categories generally peaked in the 16.6 and up age group.

(5) It was interesting to note well over one half of all terminations occurred at the age of 16.6 and up. This is one half year beyond the magic mark of 16 years.

APPRAISER REASON COMPARED BY AGE AND SEX

Table 8

NON-INDIAN DROPOUT POPULATION, N = 1333

Dropout Reason	BOYS, N = 738					GIRLS, N. = 595				
	Age Unknown	Age 14.5 & under	Age 14.6 to 15.5	Age 15.6 to 16.5	Age 16.6 & up	Age Unknown	Age 14.5 & under	Age 14.6 to 15.5	Age 15.6 to 16.5	Age 16.6 & up
1. Parental Influence	1	15	16	12	19		6	14	15	13
2. Social Influence			1	2	16			3	5	7
3. Home Environment		2	8	21	49		2	10	11	32
4. School Environment	4	2	18	32	102		2	14	20	37
5. Academic Potential	4	8	19	28	82	3	1	4	17	31
6. Scholastic Ability	1	4	6	26	90			5	14	21
7. Economic		1	1	4	14			1	1	1
8. Health	1	1	4	3	4			3	6	8
9. Legal			6	6	14		2	7	6	2
10. Personal	1			3	11	7	2	11	46	162
11. Psychological	1	2	3	3	7	1		1	4	12
12. Military Service	1			1	23					
13. Unknown	2	8	3	11	11	2	10	2	4	7
TOTALS	16	43	85	152	442	13	25	75	149	333
Percent of Total	2.2	5.8	11.5	20.6	59.9	2.2	4.2	12.6	25.0	56.0

TABLE 8

The data as reported by the appraisers seemed to follow the same general pattern as reported by students. One exception appears in Parental Influence when the age peaked at age 16.6 and up for boys and 15.6-16.5 for girls.

As in the student reason data, approximately 80% of dropouts, boys and girls, occurred at 15.6 and up.

STUDENT REASON COMPARED BY AGE AND SEX

Table 9

INDIAN DROPOUT POPULATION, N = 164

Dropout Reason	BOYS, N = 88					GIRLS, N = 76				
	Age Unknown	Age 14.5 & under	Age 14.6 to 15.5	Age 15.6 to 16.5	Age 16.6 & up	Age Unknown	Age 14.5 & under	Age 14.6 to 15.5	Age 15.6 to 16.5	Age 16.6 & up
1. Parental Influence								1		1
2. Social Influence					1			1		3
3. Home Environment				1						
4. School Environment			1	1	10			2	3	2
5. Academic Potential				1					1	
6. Scholastic Ability				1						
7. Economic					3			1		
8. Health				1					1	1
9. Legal									1	1
10. Personal										2
11. Psychological										1
12. Military Service										
13. Unknown	1	7	11	10	39	1	5	9	10	29
TOTALS	**1**	**7**	**12**	**15**	**53**	**1**	**5**	**14**	**16**	**40**
Percent of Total	**1.1**	**7.9**	**13.6**	**17.0**	**60.2**	**1.3**	**6.6**	**18.4**	**21.0**	**52.6**

TABLE 9

There were insufficient data for the Indian population to establish trends by age for student reason except for indication that most of the known dropouts occurred at the age of 16.6 and up—approximately 75% of the boys and 50% of the girls.

APPRAISER REASON COMPARED BY AGE AND SEX

Table 10

INDIAN DROPOUT POPULATION, N = 164

Dropout Reason	BOYS, N = 88					GIRLS, N = 76				
	Age Unknown	Age 14.5 & under	Age 14.6 to 15.5	Age 15.6 to 16.5	Age 16.6 & up	Age Unknown	Age 14.5 & under	Age 14.6 to 15.5	Age 15.6 to 16.5	Age 16.6 & up
1. Parental Influence			1					2		
2. Social Influence				1	3					4
3. Home Environment				3						1
4. School Environment			2	3	13			3	6	7
5. Academic Potential				3	2					1
6. Scholastic Ability					7					2
7. Economic			1							
8. Health				1					1	1
9. Legal					2			2	2	5
10. Personal										4
11. Psychological										
12. Military Service					1					
13. Unknown	1	7	8	4	25	1	5	7	7	15
TOTALS	1	7	12	15	53	1	5	14	16	40
Percent of Total	1.1	7.9	13.6	17.0	60.2	1.3	6.6	18.4	21.0	52.6

TABLE 10

The same general findings for appraisers' reasons were evident here as in Table 9. However, an impression of acceleration is evident in the School Environment reasons.

COMPARISON OF STUDENT REASON--APPRAISER REASON

Table 11

BY AGE GROUP

NON-INDIAN DROPOUT POPULATION, N = 1333

Dropout Reason	STUDENT REASON					APPRAISER REASON				
	Age Unknown	Age 14.5 & under	Age 14.6 to 15.5	Age 15.6 to 16.5	Age 16.6 & up	Age Unknown	Age 14.5 & under	Age 14.6 to 15.5	Age 15.6 to 16.5	Age 16.6 & up
1. Parental Influence	4	12	22	15	12	1	21	30	27	32
2. Social Influence			1	5	11			4	7	23
3. Home Environment	2	1	2	9	30		4	18	32	81
4. School Environment	4	11	43	97	172	4	4	32	52	139
5. Academic Potential	1	2	18	19	56	7	9	23	45	113
6. Scholastic Ability		3	6	14	52	1	4	11	40	111
7. Economic	1	1	11	27	77		1	2	5	15
8. Health	1	1	6	13	19	1	1	7	9	12
9. Legal		2	9	8	12		2	13	12	16
10. Personal	6	2	14	48	179	8	2	11	49	173
11. Psychological	1	1	2	5	5	2	2	4	7	19
12. Military Service			1	8	66	1			1	23
13. Unknown	9	32	25	33	84	4	18	5	15	18
TOTALS	29	68	169	301	775	29	68	160	301	775
Percent of Total	2.2	5.1	12.0	22.6	58.1	2.2	5.1	12.0	22.6	58.1

TABLE 11

An examination of this table pointed up the discrepancies or differences between the student reason totals and the appraiser reason totals for the combined boy and girl non-Indian population.

It appeared from the data the greatest agreement between student reason and appraiser reason was for category 10—PERSONAL. From the definition of the Personal category, with the predominant reason being pregnancy, it would appear this agreement was the result of perception rather than the more elusive intellectual rationalizations.

Table 12

COMPARISON OF STUDENT REASON--APPRAISER REASON
BY AGE GROUP
INDIAN DROPOUT POPULATION, N = 164

Dropout Reason	STUDENT REASON: Age Unknown	Age 14.5 & under	Age 14.6 to 15.5	Age 15.6 to 16.5	Age 16.6 & up	APPRAISER REASON: Age Unknown	Age 14.5 & under	Age 14.6 to 15.5	Age 15.6 to 16.5	Age 16.6 & up
1. Parental Influence			1		1			3		
2. Social Influence			1		4				1	7
3. Home Environment				1					3	1
4. School Environment			3	4	12			5	9	20
5. Academic Potential				2					3	3
6. Scholastic Ability				1						9
7. Economic			1		3			1		
8. Health				2	1				2	1
9. Legal				1	1			2	2	7
10. Personal					2					4
11. Psychological					1					
12. Military Service										1
13. Unknown	2	12	20	20	68	2	12	15	11	40
TOTALS	2	12	26	31	93	2	12	26	31	93
Percent of Total, Student Reason	1.2	7.3	15.8	18.9	56.7	1.2	7.3	15.8	18.9	56.7

TABLE 12

The discrepancies or differences between the Indian student population reason and the Appraiser reason were quite evident. It would seem apparent that poor communication existed between the Indian student and the school appraiser.

Tables 13 through 18 are comparisons of student reasons and appraiser reasons by grade group and sex for the Non-Indian dropout population and the Indian dropout population.

Table 13

STUDENT REASON COMPARED BY GRADE AND SEX

NON-INDIAN DROPOUT POPULATION, N = 1333

Dropout Reason	BOYS, N = 738					GIRLS, N = 595				
	Grade Unknown	Grade 9	Grade 10	Grade 11	Grade 12	Grade Unknown	Grade 9	Grade 10	Grade 11	Grade 12
1. Parental Influence		17	9	5	3		20	8	3	
2. Parental Influence		5			3	1	3	2	1	2
3. Home Environment	2	7	4	8	6		3	6	4	4
4. School Environment	3	35	74	65	39	4	19	58	20	10
5. Academic Potential	1	27	17	9	13	1	3	14	6	5
6. Scholastic Ability	2	8	17	17	8	1	6	4	5	7
7. Economic	4	11	29	23	18	1	3	13	11	4
8. Health		5	5	3	3		3	6	10	5
9. Legal		3	10	4	3	1	4	6		
10. Personal	1	1	1	3	8	4	14	35	79	103
11. Psychological		3	4	1	2			1	3	
12. Military Service	4	2	21	30	17					1
13. Unknown	2	45	30	22	16	6	18	17	14	13
TOTALS	19	169	221	190	139	19	96	170	156	154
Percent of Total	2.6	22.9	29.9	25.7	18.8	3.2	16.1	28.6	26.2	25.9

TABLE 13

An examination of this table indicated the following:

(1) Parental Influence peaked for both boys and girls in grade 9.

(2) Military Service for boys peaked in grade 11.

(3) In general most reasons for dropping out of school peaked in grade 10 for both boys and girls.

(4) The Personal reason for girls accelerated through the grades and peaked in grade 12.

(5) Boys tended to drop out earlier in grades 9, 10, 11. Girls tended to drop out later, grades 10, 11, 12.

(6) It was interesting to note that Legal, a minor reason for dropping out of school, peaked in grade 10 for both boys and girls.

APPRAISER REASON COMPARED BY GRADE AND SEX

Table 14

NON-INDIAN DROPOUT POPULATION, N = 1333

Dropout Reason	BOYS, N = 738					GIRLS, N = 595				
	Grade Unknown	Grade 9	Grade 10	Grade 11	Grade 12	Grade Unknown	Grade 9	Grade 10	Grade 11	Grade 12
1. Parental Influence	1	30	15	9	8	2	27	9	6	4
2. Social Influence		4	8	3	4		5	6	4	
3. Home Environment	3	19	23	20	15	3	8	21	12	11
4. School Environment	2	18	51	55	32		10	36	11	16
5. Academic Potential	6	52	38	26	19	4	12	24	9	7
6. Scholastic Ability	2	15	40	41	29	1	2	17	13	7
7. Economic:	1	2	5	8	4		1	1	1	
8. Health		6	4	1	2	1	2	4	7	3
9. Legal	1	3	12	3	7	3	5	9		
10. Personal	1	1	1	5	8	5	10	34	81	98
11. Psychological		5	6	1	4		4	3	6	5
12. Military Service	2		4	12	7					
13. Unknown		14	14	6			10	6	6	3
TOTALS	19	169	221	190	139	19	96	170	156	154
Percent of Total	2.6	22.9	29.9	25.7	18.8	3.2	16.1	28.6	26.2	25.9

TABLE 14

The findings in this table were similar to those in Table 13.

Table 15

STUDENT REASON COMPARED BY GRADE AND SEX

INDIAN DROPOUT POPULATION, N = 164

Dropout Reason	BOYS, N = 88				GIRLS, N = 76			
	GRADE 9	GRADE 10	GRADE 11	GRADE 12	GRADE 9	GRADE 10	GRADE 11	GRADE 12
1. Parental Influence					1	1		
2. Social Influence		1			1	1	1	1
3. Home Environment		1						
4. School Environment	3	3	2	4	1	6		
5. Academic Potential	1					1		
6. Scholastic Ability		1						
7. Economic	1	1	1			1		
8. Health	1					2		
9. Legal					1	1		
10. Personal						1		1
11. Psychological								1
12. Military Service								
13. Unknown	50	7	9	2	37	6	9	2
TOTALS	56	14	12	6	41	20	10	5
Percent of Totals	63.6	15.9	13.6	6.8	53.9	26.3	13.2	6.6

TABLE 15

This Table would indicate the majority of students dropped out of school in grade 9. Girls tended to give it "one more try" but by the end of grade 11 left school at the same rate as boys.

Table 16

APPRAISER REASON COMPARED BY GRADE AND SEX

INDIAN DROPOUT POPULATION, N = 164

	BOYS, N = 88				GIRLS, N = 76			
Dropout Reason	GRADE 9	GRADE 10	GRADE 11	GRADE 12	GRADE 9	GRADE 10	GRADE 11	GRADE 12
1. Parental Influence	1					2		
2. Social Influence		2	1	1		1	2	1
3. Home Environment	1	2						1
4. School Environment	9	2	5	2	8	6	1	1
5. Academic Potential	4	1			1			
6. Scholastic Ability	2		4	1	1	1		
7. Economic	1							
8. Health	1					2		
9. Legal		2			4	3	2	
10. Personal						2		2
11. Psychological								
12. Military Service				1				
13. Unknown	37	5	2	1	27	3	5	
TOTALS	56	14	12	6	41	20	10	5
Percent of Totals	62.6	15.9	13.6	6.8	53.9	26.3	13.2	6.6

TABLE 16

The findings in this table were similar to those in Table 15.

Table 17

COMPARISON OF STUDENT REASON--APPRAISER REASON
BY GRADE GROUP
NON-INDIAN DROPOUT POPULATION, N = 1333

Dropout Reason	STUDENT REASONS					APPRAISER REASONS				
	Grade Unknown	Grade 9	Grade 10	Grade 11	Grade 12	Grade Unknown	Grade 9	Grade 10	Grade 11	Grade 12
1. Parental Influence		37	17	8	3	3	57	24	15	12
2. Social Influence	1	8	2	1	.5		9	14	7	4
3. Home Environment	2	10	10	12	10	6	27	44	32	26
4. School Environment	7	54	132	85	49	2	28	87	66	48
5. Academic Potential	2	30	31	15	18	10	64	62	35	26
6. Scholastic Ability	3	14	21	22	15	3	17	57	54	36
7. Economic	5	14	42	34	22	1	3	6	9	4
8. Health		8	11	13	8	1	8	8	8	5
9. Legal	1	7	16	4	3	4	8	21	3	7
10. Personal	5	15	36	82	111	6	10	35	86	106
11. Psychological		3	5	4	2		9	9	7	9
12. Military Service	4	2	21	30	18	2		4	12	7
13. Unknown	8	63	47	36	29		25	20	12	3
TOTALS	**38**	**265**	**391**	**346**	**293**	**38**	**265**	**391**	**346**	**293**
Percent of Total	**2.8**	**19.9**	**29.3**	**26.0**	**22.0**	**2.8**	**19.9**	**29.3**	**26.0**	**22.0**

TABLE 17

The data in this table demonstrated the communication problem which existed between students and school authorities. Differences in reason and in emphasis of reason appeared in almost every category.

Table 18

COMPARISON OF STUDENT REASON-APPRAISER REASON BY GRADE GROUP

INDIAN DROPOUT POPULATION, N = 164

Dropout Reason	STUDENT REASON					APPRAISER REASON				
	Grade Unknown	Grade 9	Grade 10	Grade 11	Grade 12	Grade Unknown	Grade 9	Grade 10	Grade 11	Grade 12
1. Parental Influence		1	1				1	2		
2. Social Influence		1	2	1	1			3	3	2
3. Home Environment			1				1	2		1
4. School Environment		4	9	2	4		17	8	6	3
5. Academic Potential		1	1				5	1		
6. Scholastic Ability			1				3	1	4	1
7. Economic		1	2	1			1			
8. Health		1	2				1	2		
9. Legal		1	1				4	5	2	
10. Personal			1		1			2		2
11. Psychological					1					
12. Military Service										1
13. Unknown		87	13	18	4		64	8	7	1
TOTALS		97	34	22	11		97	34	22	11
Percent of Total		59.1	20.7	13.4	6.7		59.1	20.7	13.4	6.7

TABLE 18

Inferences from this table were similar to those in Table 17.

Conclusion

To attempt to summarize the data just presented would be pretentious. A state-wide study of dropouts should be accepted more as a stimulator of local research than as a conclusive report. The dropout is a unique person, a student who has much to gain from achieving at least graduation from high school. The dropout student is a complex person whose reasons for leaving school cannot be classified under a single category. The child who drops out of school more often than not is a child who will have difficulty understanding and coping with many environmental and behavioral situations. He is an individual who requires much personal understanding and attention BEFORE he leaves school.

Yet we adults, who have accepted the responsibility through our system of free compulsory public education for all the children of our country, must look beyond the child to find reason and cause for the dropout. School Environment has been, in this study, described by both students and appraisers as the prime reason students terminate their secondary school education prematurely. We must look to ourselves, as creators of both the child and the environment in which he functions, if we are to understand fully the defeat and antagonism which we may foster in the child who has academic potential.

It would seem that one of the principal findings of this study is about communication: The data concerning the Indian student population adequately demonstrate how poor the communication between school authorities and students can be. And the data concerning the non-Indian student population adequately demonstrate how far we must go before good communication can be said to exist.

A pointed conclusion to this study might well be an abmonishment—To be successful educators, lay or professional, we need to learn more about ourselves and more about the children.